COSMETOLOGY I

Cosmetology I offers an introduction to cosmetology with an emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring business and personal ethics, and bacteriology and sanitation. In the second semester greater emphasis is placed on the application and development of these skills. State of Indiana requires a total of 1500 hours of instruction for licensure.

Application of Content

Intensive laboratory applications are a required component of this course and may be either school based or on-the-job or a combination of the two. Work-based experiences in closely related industry settings are strongly encouraged. A Standards-based plan for each student guides the work-based experience.

Career and Technical Student Organizations

Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education courses. They enhance the knowledge and skills students learn in a course by allowing a student to participate a unique program of career and leadership development. Students in this course should be encouraged to participate in Family and Consumer Sciences.

Dual Credit

This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

Course Specifications

- DOE Code: 5802
- Recommended Grade Level: Grade 11
- Recommended Prerequisite: None
- Credits: 3 credits per semesters, maximum of 6 credits
- Counts as Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit:
  - Vincennes University
    - COSM 100
    - COSM 150

Content Standards

Domain - Professional Development

Core Standard 1 Apply principles of professional & career development to succeed in the cosmetology industry.

Standards

CO1-1.1 Evaluate the elements involved in presenting a professional image

CO1-1.2 Evaluate effective verbal and non-verbal communication techniques to successfully interact with clients and peers

CO1- 1.3 Demonstrate a successful client consultation

CO1-1.4 Establish and practice the ergonomic posture steps to prevent injury while working

Domain - Salon Ecology

Core Standard 2 Demonstrate appropriate sanitation precautions and first aid procedures to ensure proper salon standards

Standards

CO1-2.1 Apply sanitation procedures to maintain state health guidelines and a professional salon

CO1-2.2 Analyze the different parasites, bacteria and viruses and their relationship to the spread of infection in salons and clients

CO1-2.3 Demonstrate proper first aid techniques to use on cuts and burns

CO1-2.4 Apply safe handling techniques in the use of disinfectant products as a salon professional

CO1-2.5 Apply universal precautions and professional responsibilities as a salon professional

Domain - Anatomy & Physiology

Core Standard 3 Analyze the anatomy and physiology of the human body as it relates to the cosmetology profession.

Standards

CO1-3.1 Analyze systems and organs of the human body and their functions to understand how the body works

CO1-3.2 Analyze the structure and function of cells, tissues, organs and body systems to understand the building blocks of the body

CO1-3.3 Evaluate the structure and functions of the skeletal, muscular, and nervous systems to understand the basic body systems

CO1-3.4 Compare the circulatory, digestive, excretory, and respiratory systems in relation to each other and their role in the human body

CO1-3.5 Evaluate skin disorders to understand how to handle them in relation to your role in cosmetology

Domain - Electricity and Chemistry

Core Standard 4 Analyze principals of Chemistry and Electricity as they relate to Cosmetology

Standards

CO1-4.1 Evaluate matter, the ph scale, and the chemistry of cosmetics to understand their relationship to cosmetology procedures

CO1-4.2 Evaluate the nature of electricity and its uses as it relates cosmetology

CO1-4.3 Analyze electromagnetic radiation and the visible spectrum of light to understand light therapy treatments

CO1-4.4 Demonstrate basic knowledge of various classifications of products and cosmetics used in the industry

Domain - Trichology

Core Standard 5 Evaluate trichology as it relates to cosmetology

Standards

CO1-5.1 Evaluate the properties of the hair and scalp

CO1-5.2 Demonstrate skill mastery in shampooing, rinsing, and conditioning of hair

CO1-5.3 Evaluate and demonstrate draping and scalp massage as it relates to hair care

CO1-5.4 Evaluate the hair as it pertains to formation, growth, structure, behavior, and how hair gains color

Domain - Design Decisions

Core Standard 6 Apply the principals of hair design to create hair styles

Standards

CO1-6.1 Demonstrate mastery of the design elements and principles used to create design styles

CO1-6.2 Demonstrate how to design hair styles to enhance, or camouflage facial features

CO1-6.3 Examine different facial shapes and proportions and their role in hair design

Domain - Haircutting

Core Standard 7 Demonstrate mastery of haircutting techniques

Standards

CO1-7.1 Choose appropriate and essential hair cutting tools

CO1-7.2 Demonstrate mastery o f various haircuts including solid form, increased layered, graduated form, uniformed layer, combination, business man and clipper

CO1-7.3 Evaluate and critique haircuts to understand the importance of the proper cut and its effect on the overall hair design

Domain - Hairstyling

Core Standard 8 Demonstrate mastery of hairstyling techniques

Standards

CO1-8.1 Apply concepts of hairstyling theory in creating hairstyles

CO1-8.2 Demonstrate mastery of thermal styling techniques in creating hairstyles

CO1-8.3 Demonstrate mastery of wet styling techniques in creating hairstyles

CO1-8.4 Demonstrate mastery of long hair styling techniques in creating hairstyles

CO1-8.5 Demonstrate advanced hairstyling techniques to create hairstyles

CO1-8.6 Demonstrate mastery of braiding in creating hairstyles

Domain - Chemical Texturizing

Core Standard 9 Demonstrate mastery of chemical texturizing of hair

Standards

CO1-9.1 Demonstrate mastery of hair analysis in order to perform appropriate chemical texturizing

CO1-9.2 Demonstrate mastery of perm wrap techniques in creating hairstyles

CO1-9.3 Demonstrate mastery of chemical relaxing processes in creating hairstyles

CO1-9.4 Demonstrate mastery of curl reforming in creating hairstyles

Domain - Hair Coloring

Core Standard 10 Demonstrate mastery of hair coloring techniques

Standards

CO1-10.1 Evaluate color theory and the law of color as it relates to hair color

CO1-10.2 Evaluate existing hair color of a client as it relates to additional color considerations

CO1-10.3 Demonstrate mastery of changing existing hair color with semi-permanent color, oxidative color, surface painting, slicing, weaving and double process blond

CO1-10.4 Evaluate the actions of hair lighteners

CO1-10.5 Demonstrate special effects hair coloring techniques

Domain - Wigs and Hair Enhancements

Core Standard 11 Evaluate wigs, hairpieces, and extensions to use as a choice in hairstyling

Standards

CO1-11.1 Demonstrate knowledge of wigs, hairpieces and extensions and their uses in hairstyling

CO1-11.2 Demonstrate the procedures used for taking wig measurements, putting a wig on, and attaching extensions and hairpieces

Process Standards

Common Core Literacy Standards for Technical Subjects

Reading Standards for Literacy in Technical Subjects 11-12

The standards below begin at grade 11 and define what students should understand and be able to do by the end of grade 12. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

11-12.RT.1 Cite specific textual evidence to support analysis of technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

11-12.RT.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

11-12.RT.3 Follow precisely a complex multistep procedure when performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

11-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to *grades 11-12 texts and topics*.

11-12.RT.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

11-12.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Idea

11-12.RT.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

11-12.RT.8 Evaluate the hypotheses, data, analysis, and conclusions in a technical subject, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

11-12.RT.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

11-12.RT.10 By the end of grade 12, read and comprehend technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing Standards for Literacy in Technical Subjects 11-12

The standards below begin at grade 11 and define what students should understand and be able to do by the end of grade 12. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

11-12.WT.1 Write arguments focused on *discipline-specific content*.

11-12.WT.2 Write informative/explanatory texts, including technical processes.

11-12.WT.3 Students will not write narratives in technical subjects. *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

11-12.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12.WT.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

11-12.WT.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

11-12.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation

11-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

11-12.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.